

**THE OPEN UNIVERSITY OF SRI LANKA**  
**FACULTY OF EDUCATION**  
**BACHELOR OF EDUCATION HONOURS IN NATURAL SCIENCES**  
**DEGREE PROGRAMME 2023/2024**  
**LEVEL - 06**  
**FINAL EXAMINATION - 2024**  
**SNU6212 – INCLUSIVE EDUCATION**  
**DURATION – THREE (03) HOURS**



Date: 20.12.2024

Time: 1.30 p.m. – 04.30 p.m.

**Answer All Questions in Part I and any three (03) questions from Part II.**

**PART - I**

01. Explain the term Special Needs Education (SNE) and discuss its importance in promoting inclusive education particularly in the context of Sri Lanka.
02. List **three (03)** teaching strategies that can be used to support students with hearing impairment in an Inclusive Classroom.
03. List **five (05)** common barriers to effective inclusive education.
04. State **three (03)** challenges faced by teachers in inclusive classroom. Chose one challenge and briefly explain how it can be effectively addressed.
05. Explain briefly **two (02)** key difference between integration and inclusion in the context of education with relevant examples.
06. List **three (03)** importance of Individualized Education Plans (IEPs) in addressing the needs of children with disabilities.
07. As a teacher in an inclusive classroom, how would you identify children with writing difficulties? Explain the steps you would take.
08. Describe briefly **three (03)** key differences between intellectual disabilities and physical disabilities.

(5 x 8 = 40 marks)

**PART – II**

09. i. Explain briefly **three (03)** educational challenges faced by students with Down Syndrome in an inclusive classroom. (06 marks)
- ii. Describe briefly how teachers adapt their teaching strategies to better support for students with Down Syndrome. (06 marks)
- iii. Compare briefly the **two (02)** key differences between Down Syndrome and Cerebral Palsy. (08 marks)

10.
  - i. Name **three (03)** challenges of each students with Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactive Disorder (ADHD) might face in an Inclusive Classroom. (06 marks)
  - ii. Identify one of the challenges mentioned above and briefly describe **two (02)** possible solutions you would suggest to address it as a pre-service teacher. (06 marks)
  - iii. Select **one (01)** of the solutions proposed above and explain its implementation in detail, providing examples to illustrate your approach. (08 marks)
  
11.
  - i. Name **three (03)** major challenges faced by teachers in implementing inclusive education practices in Sri Lanakan classroom. (03 marks)
  - ii. Using **two (02)** appropriate examples, illustrate why Pre-Service teachers need adequate knowledge and training in inclusive practices. (07 marks)
  - iii. Suggest **five (05)** creative strategies that can be adopted in the Sri Lankan context to promote an inclusive classroom environment. (2x5 = 10 marks)
  
12.
  - i. Explain the differences between the terms “Impairment” “Disability and Handicap” as defined by World Health Organization (WHO) in 1980. (06 marks)
  - ii. Discuss how understanding these differences can help Pre-Service teachers to create a more inclusive classroom for students with divers needs. (06 marks)
  - iii. Reflect on situation where a student with an impairment might face barriers in a Sri Lankan classroom and suggest **two (02)** strategies to reduce these barriers. (08 marks)
  
13.
  - i. Explain **briefly (03)** key differences between gifted and talented students and student with learning disabilities. (06 marks)
  - ii. As a teacher in an inclusive classroom, describe two (02) creative strategies you can apply to address the needs of gifted and talented students and students with Learning Disabilities. (LD) (06 marks)
  - iii. Providing **one (01)** example, discuss **three (03)** ways in which collaboration with parents and specialists can enhance the learning experiences of both group in a classroom. (08 marks)
  
14.
  - i. Explain briefly **three (03)** common challenges faced by students with visual impairment in an inclusive classroom. (06 marks)
  - ii. Providing at least **two (02)** examples, discuss briefly how above challenges may affect their learning process. (06 marks)
  - iii. Suggest **five (05)** teaching strategies/classroom adaptations that teacher can improve to support the students with visual impairments in an inclusive classroom. (08 marks)